

<https://doi.org/10.62837/2025.5.145>

AFAQ HƏSƏNOVA
Azərbaycan Dövlət Neft və Sənaye Universiteti.
Azadlıq prospekti 20
Aslanova881@gmail.com

USE OF DIFFERENT TEACHING METHODOLOGIES IN TEACHING ENGLISH VOCABULARY

Summary

Teaching vocabulary in ESL is crucial to a student's language development and communication skills. Obviously, without adequate words, it's difficult to relate thoughts, ideas, and feelings about who we are and how we interpret the world around us. In this process, the main task of the teacher is to use as widely as possible various methods and teaching aids that activate the teaching and cognitive activity of students in the process of learning a foreign language in their pedagogical practice. The purpose of this article is to present vocabulary instruction strategies that are practical and effective for English teachers and to support their instructional efforts. Instead of constantly using traditional teaching methods and systems, it is more convenient to conduct experiments, test new techniques and methods, taking into account today's requirements, to achieve the set goal. The article attempts to analyze the use of advanced forms and methods used by foreign language teachers in the educational process in connection with the formation of students' vocabulary stock.

Key words: teaching vocabulary, techniques, methods, introduce, instruction

It is evident that our students are regularly exposed to new vocabulary during language learning process and in real life situations. If we really want all of those new vocabulary words to be comprehended by our students, we need to make sure that we know how to teach vocabulary in a way that will make it easy for students to understand and keep new words in their minds.

Vocabulary refers to words we use to communicate in oral and written language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking (Lehr, Osborn, & Hiebert, 2004). In order to communicate effectively using oral and written language, students must be able to flexibly use words that they recognize and understand. Students can learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading. On the other hand, students can learn vocabulary directly when teachers target individual words and promote word-learning strategies.(1.p 154)

The techniques applied by teachers help students to become independent language learners who are able to understand, record, and learn new vocabulary by themselves. Nevertheless, teachers should remember that techniques may not work the first time they do them. They should analyze the process, make adjustments, and try again. Furthermore, students may not understand what is happening when they try a new technique. One of the duties of teachers is to explain it to them and make the purpose of the activity clear.

Different teachers have different methods and approaches for introducing new vocabulary, but there is one rule of thumb that governs teaching of vocabulary on the whole. That is, when teaching any new words you should always introduce their Meaning, Form, and Pronunciation.

The meaning of a new word is usually the first thing introduced to students. This can be done in a variety of ways. The most common way of introducing the meaning of a word – especially for nouns – is through flashcards or images. Some teachers also like to use realia as a way to give students the chance to interact with the items in a way that involves all of their senses. By adding this experience to the lesson it can help students to create a stronger connection with the new word. Meaning can also be introduced through Total Physical Response (TPR) or miming. TPR is a technique that involves students performing physical movements when reciting certain words/phrases. Both TPR and miming work particularly well for verbs as they are easy to demonstrate, and also give the students a chance to move around and burn off some energy.

One way to have students extend their knowledge of important words is through a Frayer model. This graphic organizer builds vocabulary and conceptual knowledge across content areas. The strategy requires students (not the teacher) to define a vocabulary word and then list its characteristics, examples, and non-examples. Frayer models can be completed in collaborative groups using textbooks and other subject-matter materials while the teacher circulates around the classroom and assists students.

Explicit instruction of words is important, but it is impossible to teach all the unfamiliar words students will encounter. One way to help students develop strategies for approaching unfamiliar vocabulary is to teach morphemes (prefixes, roots, and suffixes). Allowing students to read keywords and add prefixes or suffixes helps them garner the meaning of those words based on how it's used in a sentence. Giving students opportunities to guess the meaning of word parts is helpful to support their vocabulary growth. Students can be taught the following morphemic analysis routine to help them engage in independent word study. (5.P134)

Morphemic analysis routine

- Find the root
- Find the prefixes and suffixes

- Think about what each part means
- Use other words that contain the part
- Use context clues
- Combine the meaning of the parts
- Try the possible meaning in the sentence

Teaching word connections is also one of the most applied techniques by English instructors. This method is carried out with semantic maps and teaching collocations. a) Semantic maps visually display and connect a word or phrase and a set of related words or concepts. At lessons implementing semantic map activities will help students, especially struggling students and students with learning disabilities, recall the meanings of words and understand how multiple words or concepts “fit together.” It is done by identifying a keyword or concept, brainstorming related words, and creating a visual representation on a graphic organizer, such as a web, tree map, or bubble map. b) An important aspect of teaching how to use vocabulary items is teaching what other words they collocate with. In many ways, collocations are the building blocks of language and recent studies have found that native speakers often rely on pre-formulated chunks rather than putting words together one by one. Tasks in which we explain matching words to form collocations are always useful. For example, students can find out that we can have *a packet of biscuits* or *a tin of biscuits* but we wouldn't have *a tube* or *a can of biscuits*. (2.p60)

As students become more advanced, and the language more abstract, new vocabulary can be introduced through contexts. Contextualized vocabulary instruction can be an effective method of acquiring new words. What is Contextualized Vocabulary teaching?

Contextualized vocabulary teaching is a process in which word meanings are derived from context rather than through isolated study. Memorization of definitions, however, is not a component of learning vocabulary in context. With contextual learning, students learn vocabulary through inferring word meaning in text or speech. It occurs when one acquires new words through reading or listening. A reader who implies the meaning of an unfamiliar word within a sentence by using clues gleaned from neighboring words. One example of contextualized learning involves learners making personal connections to vocabulary words. For example, students could draw pictures of something related to new words they have encountered to help them remember the words. Instructors can use several contextual vocabulary strategies to help students acquire new words. The following list discusses some strategies:

- One effective strategy involves the use of contextual clues such as synonyms, antonyms, or examples to determine possible word meanings.
- Another strategy includes reading and summarizing, which allows students to encounter and use vocabulary words in context.

- Since repeated exposure to vocabulary words enhances word acquisition, offering students multiple opportunities for retrieving and using vocabulary words is a particularly effective strategy.

- Teaching students to identify personal connections to words can also help students acquire and recall new words and definitions.

Translation is another technique that has pros and cons. Many teachers and teacher trainers see translation as a bad thing. They seem to feel that translation will in some way prevent the student from ever becoming proficient in the target language. This is quite obviously not true. There are many cases of learners becoming quite good in a language despite relying heavily on translation. In some instances translation is clearly advantageous. Where a group of students share the same mother tongue (and in particular where the teacher does too) it makes sense to make use of this facility from time to time. In fact, translation can often save time and help with comprehension. Many students use translation when they are recording the new vocabulary, whether the teacher likes it or not.

However, it is important to make students aware of some of the shortcomings of translation. It is often the case that there aren't any direct translations (word for word equivalents), or that one language might have more than one way of saying something, depending on the context. Making students aware of these problems, rather than completely avoiding translation, may well help their learning. Students can easily become over-reliant on the teacher to translate everything so translation should only be used as one of many techniques employed in teaching vocabulary.

LITERATURE

1 Jeremy Harmer. *The Practise of English Language Teaching*. Person Education Limited 2001.p 154

2.Penny Ur. *A course in Language Teaching*. Cambridge University Press 1996.p 60

3. Baumann, J., & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to practice*. New York, NY: Guilford Press.

4. Graves, M. (2006). *The vocabulary book: Learning & instruction*. Newark, DE: International Reading Association

5. Kieffer, M., & Lesaux, N. (2007). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher*, 61(2), 134–144

А. Гасанова

ИСПОЛЬЗОВАНИЕ РАЗЛИЧНЫХ МЕТОДИК ОБУЧЕНИЯ ПРИ ОБУЧЕНИИ АНГЛИЙСКОЙ ЛЕКСИКЕ

Резюме

Обучение лексике в ESL имеет решающее значение для развития языка и навыков общения студента. Очевидно, что без адекватных слов трудно связать мысли, идеи и чувства о том, кто мы и как мы интерпретируем окружающий мир. В этом процессе главная задача преподавателя — как можно шире использовать в своей педагогической практике различные методы и средства обучения, активизирующие учебную и познавательную деятельность студентов в процессе изучения иностранного языка. Цель данной статьи — представить практические и эффективные стратегии обучения лексике для преподавателей английского языка и поддержать их обучающие усилия. Вместо того чтобы постоянно использовать традиционные методы и системы обучения, удобнее проводить эксперименты, тестировать новые приемы и методы с учетом требований сегодняшнего дня для достижения поставленной цели. В статье предпринята попытка проанализировать использование передовых форм и методов, используемых преподавателями иностранных языков в образовательном процессе в связи с формированием словарного запаса студентов.

Ключевые слова: преподавание лексики, приемы, методы, введение, инструкция

A. Həsənova

**İNGİLİS DİLİ LÜĞƏTİNİN ÖYRƏDİLMƏSİNDƏ MÜXTƏLİF TƏDRİS
METODİKALARININ İSTİFADƏSİ**

Xülasə

ESL-də lüğətin öyrədilməsi tələbənin dil inkişafı və ünsiyyət bacarıqları üçün çox vacibdir. Aydınır ki, adekvat sözlər olmadan kim olduğumuz və ətrafımızdakı dünyanı necə şərh etdiyimiz haqqında düşüncələri, ideyaları və hissləri əlaqələndirmək çətindir. Bu prosesdə müəllimin əsas vəzifəsi tələbələrin xarici dilin öyrənilməsi prosesində tədris və idrak fəaliyyətini aktivləşdirən müxtəlif metod və tədris vasitələrindən öz pedaqoji təcrübələrində mümkün qədər geniş istifadə etməkdir. Bu məqalənin məqsədi ingilis dili müəllimləri üçün praktiki və effektiv olan lüğət təlimatı strategiyalarını təqdim etmək və onların tədris səylərini dəstəkləməkdir. Qarşıya qoyulan məqsədə çatmaq üçün ənənəvi tədris üsul və sistemlərindən daim istifadə etmək əvəzinə, günün tələblərini nəzərə alaraq təcrübələr aparmaq, yeni texnika və metodları sınaqdan keçirmək daha əlverişlidir. Məqalədə şagirdlərin lüğət ehtiyatının formalaşması ilə əlaqədar xarici dil müəllimlərinin tədris prosesində tətbiq etdikləri mütərəqqi forma və metodlardan istifadə vəziyyəti təhlil edilməyə çalışılır.

Açar sözlər: lüğətin tədrisi, üsullar, metodlar, təqdimat, təlimat

Rəyçi: f.e.ü.f.d Aynur Məmmədova

